DOCUMENT RESUME

ED 286 408 HE 020 663

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|---|---|
| TITLE | On Campus with Women. Spring 1987 and Summer 1987. |
| INSTITUTION | Association of American Colleges, Washington, D.C. Project on the Status and Education of Women. |
| PUB DATE | 87 |
| NOTE | 26p.; Also published in "Liberal Education," Vol. 73, Nos. 2-3, March/April and May/June 1987. |
| AVAILABLE FROM | Project on the Status and Education of Women, Association of American Colleges, 1919 R Street, N.W., Washington, DC 20009. |
| PUB TYPE | Collected Works - Serials (022) -- Viewpoints (120) |
| JOURNAL CIT | On Campus with Women; v16 n1 Spr 1987 v17 n1 Sum 1987 |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Affirmative Action; Athletic Coaches; College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Higher Education; Minority Groups; Personnel Policy; Rape; Salaries; Sex Discrimination; *Sexual Harassment; Women Faculty; *Womens Athletics; *Womens Education; Womens Studies |
| IDENTIFIERS | *Date Rape; *Womens Educational Equity Act |

ABSTRACT

Developments in education, employment, and the courts concerning the status of women are covered in two newsletter issues. Topics include the following: Black women's educational history, Hispanic women in psychology, the effect of race and sex on wages, results of surveys on attitudes about sex roles, unequal financial aid awards to women, prizes and awards for women, the need for women and minorities on accrediting boards, academic women in science, the number of science degrees earned by women, higher salaries for male faculty, campus rape, peer harassment of women students by male students, date rape and what colleges are doing about it, date rape curriculum guide, sexual harassment materials aimed at faculty, campus actions to reduce sexual assault, women's studies, equity resources for teacher educators, feminist media directory, inequities for women's athletic programs, the history of coeducation, pregnancy leave, funding for the Women's Educational Equity Act program, campus child care, data on working women, and curricular materials on women's health. The spring 1987 issue includes the article "Are Women Coaches an Endangered Species?" by Carol Potera and Michele Kort. (SW)

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ON CAMPUS WITH WOMEN. SPRING 1987 and SUMMER 1987

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN VOL. 16, NO. 4 SPRING 1987

ASSOCIATION of AMERICAN COLLEGES

# ON CAMPUS WITH WOMEN

## FEDERAL UPDATE

### PREGNANCY LEAVE UPHELD

The U.S. Supreme Court, in January 1987, upheld a California state law that requires employers to give female workers an unpaid pregnancy disability leave of up to four months and to guarantee that their jobs will be available when they return. Eight other states have similar laws.

The court, in a six-to-three decision, rejected the arguments by business groups, the Reagan administration, and some civil rights and women's groups who said the California law violated the 1978 Pregnancy Discrimination Act that says pregnant workers must be treated the same as (but not better than) workers with other disabilities.

The court agreed with a lower court decision that Congress did not intend the 1978 act to limit the benefits for pregnant women. While Congress did not want to force states to give special treatment to pregnant workers, Justice Thurgood Marshall said, it also never "intended to prohibit such [preferential] treatment. By taking pregnancy into account," Marshall said, "California's pregnancy disability leave statute allows women, as well as men, to have families without losing their jobs." He noted that the California law was "narrowly drawn to cover only the period of actual physical disability on account of pregnancy, childbirth, or related medical conditions." The law does not compel employers to provide paid leave to pregnant employees but only to provide employees the general right to reinstatement.

The decision affects employers, including educational institutions, in only those states with laws or rules similar to California: Connecticut, Hawaii, Illinois, Massachusetts, Montana, New Hampshire, Ohio, and Washington.

The case, *California Federal Savings and Loan Association vs. Guerra*, has sparked strong controversy among civil rights and women's groups, some of whom believe that allowing such "special treatment" for women would discourage employers from hiring women, and that such laws were a return to past laws that supposedly protected women but in fact curtailed their job opportunities. These factions agree that one solution would be to give all workers, including men and nonpregnant women, the same unpaid leave for all medical disabilities. For information on just such an initiative, the Family and Medical Leave Act—likely to be reintroduced in the 100th Congress—see the following article.

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*Above: C. Paul Jennewein, Spirit of Justice, 1964 Rayburn House Office Building (Architect of the Capitol)*

### PRO-FAMILY CONGRESS?

The 100th Congress will have on its agenda the reintroduction of the Family and Medical Leave Act. Representatives Patricia Schroeder (D-CO) and William Clay (D-MO) will again be the principal House sponsors while Christopher Dodd (D-CT) will reintroduce a companion measure in the Senate. The proposed act is the "foundation" for a strategy aimed at bringing the nation's laws into line with the dramatic changes that have occurred in the American family, Schroeder believes. The Family and Medical Leave Act would provide for four months of unpaid, job-protected leave for men or women to care for a newborn, a newly adopted child, or a child or a parent who is seriously ill, so that people will not have to choose between having a job or having a family.

Also published in *Liberal Education*, Vol. 73, No. 2, March/April 1987.

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The bill also calls for six months of similar leave for all employees who experience a serious health problem.

The proposed legislation has come under attack from the Reagan administration, the U.S. Chamber of Commerce, and conservative groups who label the initiative "anti-business" and "discriminatory." Schroeder notes that the U.S. trails the rest of the world in providing this kind of protection. "The only other countries without parental leave laws on the books are South Africa, South Korea, Sudan, and Papua New Guinea," she notes. Schroeder responds to critics by arguing that because the leave is unpaid, small companies are exempted, and temporary worker agencies can pick up the slack, the bill will not hurt the business community. She also rejects the notion that the legislation will promote discrimination against women because the bill applies equally to fathers and to any employee who needs time off for medical reasons. □

### WEEA PROJECTS CENSORED BY THE EDUCATION DEPT., CLAIMS HOUSE REPORT

A review panel at the U.S. Department of Education has refused to approve publication of teaching materials and educational research results (including many funded under the Women's Educational Equity Act), using cost controls as an excuse for censorship. So concluded an October 1986 report issued by the House of Representatives' Subcommittee on Intergovernmental Relations and Human Resources, chaired by Ted Weiss (D-NY), and approved by the House Committee on Government Operations, chaired by Jack Brooks (D-TX).

According to the report, the Publications and Audio Visual Advisory Committee (PAVAC), created in 1982 to minimize unnecessary publishing costs, has not approved the majority of publications developed by federally funded educational labs and centers, and by grants from WEEA. Further, the review process has not been cost-effective. As an example, the report cites one case of a grant for which the federal government had already spent more than $260,000 in research and development, but then had denied the use of another $509 to publish the teaching manual based on the research.

The House report also delineates a pattern of bias against publications designed to help girls or women learn math and science. Since 1984, federal law has required these publications to be widely disseminated, but more than one year later officials at the Department of Education claimed no knowledge of the law. Two years after the law passed, the department had not yet stated what it will do with the teaching materials it rejected for publication.

PAVAC was replaced by the Publication Review Board (PRB) during the course of the subcommittee's investigation. The report notes most PAVAC and PRB members are political appointees whom the committee finds are not qualified to judge the merits of the educational materials. The committee also concludes that the review process was more stringent for publications about women's equity and those developed by the educational labs and centers than for other publications. Copies of House Report 99-978 are available from the Senate Document Room SH-B04, Washington, DC 20510. □

### WOMEN'S EDUCATIONAL EQUITY SHRINKING ACT

In October 1986, Congress approved $3.5 million in funds for the Women's Educational Equity Act Program within the U.S. Department of Education. This amount for FY 87 is a compromise between the House proposal for $6 million and the Senate proposal for $1 million. In FY 86, $5,741,000 was appropriated. The Reagan administration has repeatedly targeted this program, which supports projects and research to further women's equity in education, for elimination. □

#### INFORMATION, PLEASE

For general information about education and statistics, call the Office of Educational Research, U.S. Department of Education, at 800/424-1616.

## ON THE CAMPUS

### UNIVERSITY SETTLES PORN FILM CASE

MICHIGAN STATE UNIVERSITY officials settled out of court with a group of students who wanted to show an X-rated film that reportedly starred students from the university. In the settlement, the students agreed to show the film one time only. It turned out that the film was really an old pornographic film intercut with current scenes from the university, showing current students who were not in any of the pornographic sequences. The university objected to the film partly because it used logos and scenes from the university in its advertising, which gave the mistaken impression that it was endorsed by the university. □

### WOMEN GIVING MORE TO ALMA MATERS

Alumni donations have always been an important source of income for private colleges. Historically, men have donated significantly more money than women have, but that picture appears to be changing, according to an article in the *Washington Post* (Aug. 10, 1986, Education Review Supplement, p. 14). Increasingly, colleges are receiving about as much from their alumnae as from their alumni. In the 1960s, one of the reasons the YALE Corporation was reluctant to admit women was that it was felt in the long run Yale would lose money since women would not donate as much money as men. As it has developed, however, there is no evidence that Yale alumnae donate less money than alumni.

The reason women are donating more money is their improved employment prospects. Women who earn

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$80,000 a year are far more likely to donate money than those earning $10,000 a year. Too, having women involved in the fund-raising process encourages other women to give.

There is some evidence that women who graduate from women's colleges donate more than those who graduate from coed institutions. At the same time, businesses and foundations tend to give more to coed colleges and universities than to women's colleges. □

### THE NAKED RITES OF WINTER AT PRINCETON

The Nude Olympics, held at midnight during the winter's first snowfall, is apparently a male tradition among sophomores at PRINCETON UNIVERSITY (NJ), but this year a group of women decided to brave the cold on January 19 and join in the chilly winter rite. Five women (some wearing masks) and 150 men participated in the Olympics, which involved push-ups, sit-ups, jumping jacks, and running around campus naked. Reaction on campus has been mixed, with some men complaining that women were barging in on their fun, while others approve the decision noting that "women have as much of a right to take off their clothes as men do." [Is this the sort of equality that Susan B. Anthony had in mind?] □

### CHILD CARE AT WISCONSIN

Even though child care of some form or another is currently available on all campuses within the UNIVERSITY OF WISCONSIN System, a recent report by the Regents Study Group urges more funding and in some cases better facilities. The report, *The Future of Child Care Services in the UW System*, includes statistics detailing the number of students according to status (for example, undergraduate or graduate, part time or full time) and the number of children they have—data that few institutions have collected. Institutions concerned with child care will find the report helpful. Copies of the report are available free from Marian J. Swoboda, Assistant to the President, University of Wisconsin System, Office of Women and Equal Opportunity Programs, 1802 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706. □

### THE CHANGING IDEAS OF COLLEGE WOMEN

Over the last twenty years the biggest changes in attitudes on campus have been among women students. Women are less likely to enter fields that used to attract large numbers of women, such as teaching, and are increasingly taking courses in business, medicine, and law. They are also more interested in acquiring money and power—traditionally male goals—while at the same time they are much less interested than before in developing a meaningful philosophy of life at college. These are some of the findings in a report that examined twenty years' worth of surveys of American college freshmen. These surveys were sponsored by the American Council on Education and directed by Alexander W. Astin, a professor at the UNIVERSITY OF CALIFORNIA–LOS ANGELES. According to Astin, "The most dramatic changes . . . since 1966 are those that reflect the effects of the women's movement and the changing role of women in American society. These changes are reflected in dramatic shifts in intended majors and careers, behavioral changes, and changing attitudes and values." Copies of *The American Freshman: Twenty Year Trends, 1966–1986* are available for $19.00 from the Higher Education Research Institute, Graduate School of Education, University of California–Los Angeles, CA 90014.

### ON TO COLLEGE AND OFF THE DOLE

Carol Sasaki is a former welfare mother who managed to get off welfare and earn a master's degree in adult education at WASHINGTON STATE UNIVERSITY. Having done it herself, she created a national organization called HOME, "Helping Ourselves Means Education," to help other welfare recipients go to college and create a better future for themselves. Participants in the program can attend workshops to learn how to deal with college admissions and financial aid applications, and are encouraged to form HOME support groups, share child care, and gather information about various colleges and universities. To date, some 11,000 low-income people, most of whom are women, have participated in this program. HOME also helps welfare officials and college admissions and financial aid officers understand how difficult it is to go from welfare to college; HOME runs workshops in which these persons play the roles of welfare recipients. HOME has been adopted as a national project of the National Federation of Business and Professional Women's Clubs and is currently establishing chapters in several states. For more information, contact Alice Gerlach, Director, BPW/USA, 2012 Massachusetts Ave., NW, Washington, DC 20036. □

### SIGN OF THE TIMES: MEN'S REENTRY PROGRAM

The UNIVERSITY OF CALIFORNIA–SANTA CRUZ *Reentry Services Newsletter* for November/December 1986 contained a notice that its Men's Reentry Program Assistant will hold Men's Reentry hours at its Student Services Annex.

### WOMEN EARNING MORE SCIENCE DEGREES, BUT WHY SO FEW?

Women earned 38 percent of all undergraduate science degrees granted in 1983, up from 26 percent in 1970. Starting from a very low base, the percentage increases are large although the actual percentage of the total remains low. The number of advanced degrees women earned in engineering increased 1,000 percent to 10 percent of the total, and the number of other advanced science degrees increased 99 percent to 10 percent of the total. These statistics come from a study by the National Science Foundation.

But why is there still such disparity between men and women? The report identifies a number of factors that could

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explain the lack of women, such as differences in high school preparation. Forty-seven percent of male high school students surveyed in 1982 had taken four math courses and 25 percent had taken four science courses, compared with 36 percent and 18 percent, respectively, for female students. Female students, however, earned higher grades in those courses. Additionally, in college, men are more likely to receive institutional support in the form of research and teaching grants: 54 percent of males and only 42 percent of female graduate students reported receiving financial support from their schools.

The 182-page report, *Women and Minorities in Science and Engineering*, 1986, (NSF 86-301) is available free from the National Science Foundation, Washington, DC 20550.

### LAW JOURNAL EXPANDS FOCUS

The *Women's Law Reporter*, a nine-year-old publication of LOYOLA UNIVERSITY (IL) School of Law (not to be confused with the *Women's Rights Law Reporter* at Rutgers University), has become a general public-interest periodical, now called the *Loyola Quarterly of Public Issues and the Law*. Each issue of the new journal will address a single topic of public concern from various perspectives. According to Carolyn Quinn, the editor-in-chief of the new quarterly, the focus of the *Women's Law Reporter* had widened over the years, and questions of concern to women affect others as well. For more information, contact Sharon Davis, Managing Editor, *Loyola Quarterly of Public Issues and the Law*, Loyola Law School, 1 East Pearson, Chicago, IL 60611.

### HIGHLIGHTING WOMEN IN MUSIC

The UNIVERSITY OF WISCONSIN-MADISON's School of Music is sponsoring a year-long recognition of women in music as performers and scholars. Beginning in October and ending in April 1987, the school has invited twenty women professionals to visit the campus for a series of performances, master classes, discussions, and lectures. For more information about the series, contact Frank Roub, Administrative Assistant, School of Music, University of Wisconsin–Madison, 455 N. Park St., Madison, WI 53706, or call 608/263-4018.

## SEXUAL HARASSMENT

### SEXUAL HARASSMENT POLICY GUIDELINES ISSUED

Citing the moral and legal responsibility of colleges and universities to provide an environment free from sexual harassment, the American Council on Education has issued guidelines for postsecondary institutions to help them deal with sexual harassment complaints. The report emphasizes the importance of developing a campus program on harassment, includes key elements of such a program, and lists guidelines for developing this program. It also contains a brief list of resource publications and persons to contact. Copies of the eight-page report are available by sending a self-addressed envelope with thirty-seven cents postage to the American Council on Education, Office of Women in Higher Education, 1 Dupont Circle, Washington, DC 20036.

### SEXUAL HARASSMENT MATERIALS AIMED AT FACULTY

Much of the campus information concerning sexual harassment is geared towards students—helping them avoid it and telling them how to deal with it. CLARK UNIVERSITY (MA) has tackled the problem from the other side. The school has developed a 20-minute videotape and booklet aimed at professors. The materials are available only as part of a workshop led by personnel from the affirmative action office at Clark and are not for sale to the general public. For more information about arranging to have a workshop on your campus, contact Linda Cooper, Affirmative Action Officer/Grievance Counselor, Clark University, 950 Main St., Worcester, MA 01610; or phone 617/793-7183.

### ANNOTATED BIBLIOGRAPHY

*Sexual Harassment: A Guide to Resources* by M. Dawn McCaghy is an extensive and annotated bibliography that covers sexual harassment both in and out of academe from 1974 (when the term was first used) to 1984. The bibliography has chapters on the academic setting, coping strategies, and the legal perspective, among others; it includes books, government reports, dissertations, articles, and audiovisual materials. The 181-page book is available for $25.00 from G. K. Hall and Co., 70 Lincoln St., Boston, MA 02111. (Please specify ISBN 0-8161-8669-3.)

### CONFERENCE PROCEEDINGS AVAILABLE

In May 1986, the UNIVERSITY OF WASHINGTON held a conference that dealt with preventing sexual harassment in colleges and universities in the state of Washington. The proceedings of that conference are now available and include papers on the legal, historical, operational, and policy dimensions of the issue. The papers on how the university deals with specific incidents of sexual harassment may be of particular interest to those responsible for creating university policy. Copies of the 73-page *Prevention of Sexual Harassment in Academe* are available for $7.00 from the Equal Employment and Affirmative Action Office, 103 Lewis Hall, DW-08, University of Washington, Seattle, WA 98195.

### INHARMONIOUS END TO MUSIC PROF'S SUIT

A federal judge has dismissed a $3-million suit filed by a former music professor and band director against MICHIGAN STATE UNIVERSITY. In 1983 Stanley E. DeRusha resigned from his position after a fact-finding committee determined that he had committed fourteen acts of sexual harassment against six female students over a three-year period. When he resigned, the university agreed that no mention of the charges would appear in his employment record and that neither he nor the

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university would comment on them. A year later when details of the charges appeared in a newspaper in Tampa, FL, where he had begun a new job, he sued the university. U.S. District Judge Benjamin Gibson could find no constitutional violations or procedural deficiencies in the university's behavior and so dismissed the defamation suit. [DeRusha had been paid $50,000 earlier by MSU when he left the university. He was subsequently hired by the UNIVERSITY OF SOUTH FLORIDA without their knowing of the charges. When the charges became public, DeRusha's contract at USF was not renewed.]

### ANNOYING, PERHAPS; ILLEGAL, NO

Posters of nude women on workplace walls or a supervisor's use of vulgar language do not constitute sexual harassment, according to a ruling by the Sixth U.S. Circuit Court of Appeals in *Rabidue vs. Osceola Refining Co.*, No. 84-1362. The court ruled that complaints about sexually hostile work environments filed under Title VII of the Civil Rights Act must show that the activity interferes with job performance and damages the psychological well-being of workers; the posters, they ruled, have only a minimal effect, given society's openness about "displays of written and pictorial erotica."

### PROFESSOR SENTENCED FOR SEXUAL ASSAULT

Gamal Zaki, a sociology professor and head of the gerontology program at RHODE ISLAND COLLEGE, pleaded no contest to charges of sexually assaulting four women students who worked part time in his office. He received a five-year suspended sentence and was placed on probation for five years. He was also forced to resign from the college.

Zaki had been warned previously that students had reported instances of sexual harassment although none had brought formal charges. Subsequently, another woman did press charges of sexual assault and then three more women came forward with their complaints. Once Zaki was charged, RIC's Student Parliament voted to use money from student fees to pay for the women's lawyer.

### VIDEOTAPE ON SEXUAL HARASSMENT

*The College (Obstacle) Course: Explorations in Subtle Forms of Sexual Harassment in Academia* is a videotape that depicts forms of harassment women encounter on college campuses, ranging from sexual harassment to gender harassment to differential treatment. The students and faculty who appear on the videotape suggest a variety of personal and political responses to this harassment, rather than legalistic ones. Produced by Fran Breit, Beverly Buhr, and Elizabeth Fadell at the UNIVERSITY OF WISCONSIN -MADISON, the videotape is 28 minutes long and is available in Beta or VHS format for rent ($35) or sale ($100) plus $5 postage and handling by writing to Simmering Productions, 2210 Rusk St., Madison, WI 53704.

## CAMPUS VIOLENCE

### DR. RUTH ON DATE RAPE

While speaking at STANFORD UNIVERSITY (CA), Ruth Westheimer told students it isn't "fair" to say no to sexual intercourse after foreplay. Her comment was greeted by hoots and applause from many male students in the capacity audience of nearly 800. This reaction prompted women students in the Stanford Rape Education Project to start drafting an open letter asking male students why they applauded.

When asked to give her view of date rape, Westheimer had said, "If there is foreplay and there is passion—for somebody who does not want to engage in sexual activity—then to play like this with fire is just not fair and right." Alice Supton, assistant dean of student affairs, rose from the audience and said that both partners have the moral right to say "Sorry, no go" up until sexual intercourse, but Westheimer replied, "I'm sorry, I respectfully disagree with you." Westheimer's view contradicts the ethic being presented in most college-based sex education programs today.

Mary Goldstein, a faculty member at Stanford Medical Center said, "In my experience, many young college women [who are] exploring sexual relations will be in a situation of heavy petting with no intention of having intercourse. Dr. Ruth doesn't seem to think men need to take a woman's refusal seriously if they're feeling passionate." Supton added that Westheimer seemed to be telling men that "they don't need to take responsibility for what happens."

### WHAT CAMPUSES ARE DOING ABOUT DATE RAPE

Many colleges and universities are beginning to develop programs to combat acquaintance or "date" rape on campus. Some recent efforts include:

- THE UNIVERSITY OF RHODE ISLAND has established the Committee Against Acquaintance Rape and Exploitation, an ad hoc group composed of university chaplains and staff from the Counseling Center and the Offices of Residential Life and Student Life. The committee has offered fifteen workshops on date rape since its inception in 1985 with another fifteen scheduled for this year. It has also sponsored a regional conference on ending acquaintance rape and exploitation.
- DICKINSON COLLEGE (PA) has instituted a program entitled "Mixed Messages: Crossed Communications" as part of freshman orientation. Discussion groups were held in the dormitories and featured a videotape containing two date rape scenarios, followed by discussions of myths and facts about rape and the importance of communication skills.
- THE UNIVERSITY OF CALIFORNIA-IRVINE has published a pamphlet, *How to Party Without Regrets: A Woman's Guide to Safe Behavior*, which is distributed in workshops by both professional and student staff presenters.

For those colleges and universities that do not have resources to produce their own pamphlet on date rape or would like additional materials, the

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Project on the Status and Education of Women of the Association of American Colleges has just published *"Friends" Raping Friends: Could It Happen to You?* This guide for women students offers tips on avoiding date rape as well as information on what to do if a rape occurs. It is available for $2.00 (prepaid) from AAC PSEW, 1818 R St., NW, Washington, DC 20009. Bulk rates are available.

### DATE RAPE CURRICULUM GUIDE

*Date Rape: Awareness and Prevention—A Curriculum Guide and Resource Manual* is designed for use in school or group settings to acquaint students with rape issues in general and date rape issues in particular. It contains five subject areas with background information and suggested activities for each. The areas are definition of date rape, support services for victims, community resources, communication skills, and rape prevention. It also contains resource lists and teaching tips. Although it is aimed primarily at adolescents, it could be appropriate for college-age students. The 66-page loose-leaf book is available for $19.95 plus $3.00 shipping from Tecumseh Area Planned Parenthood, 1016 E. Main St., P.O. Box 1159, Lafayette, IN 47902.

### GANG RAPE VICTIM FILES SUIT

Christine McMahon, a former student at SAN DIEGO STATE UNIVERSITY (CA) who charged that she was gang raped at a fraternity party in November 1985, has filed suit against the fraternity, the university, her sorority, the state of California, and 100 unidentified individuals allegedly involved in the incident. McMahon claimed that the fraternity and university had not properly supervised the party where she said she had been given a spiked drink and then attacked. Law enforcement officials did not press charges in the case, citing inadequate proof that rape had occurred. Nevertheless, the university suspended the fraternity for five years and disciplined twenty-nine of its members.

### CAMPUS CRACKS DOWN ON SEXUAL ASSAULT

Partly as a result of the San Diego State incident and because of other incidents involving fraternity parties, Daniel B. Nowak, vice president for student affairs, wrote an open letter to all SAN DIEGO STATE UNIVERSITY fraternity presidents and sorority presidents. To fraternity presidents he stated: "If your organization permits its facility to be used as a place where a woman may be isolated and assaulted, then the university will exercise every avenue of investigation to determine your chapter's liability along with any criminal action which may befall the members of your fraternity who were involved. Lastly, you must instill in your membership an understanding of the reality that if they do entertain intimate relations with a woman and she believes this attention was against her will, they may very well go to jail and your fraternity may receive a great deal of undesirable public attention." His letter to the sorority presidents was equally blunt: "Your willingness to tolerate behaviors, attitudes, groups, and individuals who do not respect the values expressed in your own social codes erodes the effectiveness of you as a leader while creating an expectation that a double standard indeed may exist where members of your sorority are concerned." These letters were sent in September 1986.

Subsequently the Housing and Residential Life Office asked that the fraternities and sororities monitor the use of alcohol and "establish strict standards for visitation in bedrooms of fraternities and sororities (where such limitations do not now exist) to prevent potential sexual irresponsibility, especially when alcohol is used." Fraternities and sororities were additionally directed to submit not only a policy but also a plan of action including past and present chapter programs for "liability and risk management, alcohol education, and sexual responsibility and human dignity."

On December 11, 1986, the Interfraternity Council at San Diego State University unanimously adopted a statement of position on sexual abuse that said, among other things:

- "Whereas member organizations strive to foster an atmosphere of healthy and proper attitudes and behavior toward sex and sex roles, and wish that the incidences of sexual abuse (mental and physical abuse—coercion, manipulation, harassment) between the men and women of the collegiate community be halted; now therefore be it
- "Resolved, that member organizations will not condone or tolerate any form of sexually abusive behavior (as defined above) on the part of their members, and. . .
- "Be it further resolved, that fraternal organizations, collectively, will recognize in meaningful ways those chapters and individuals making tangible and visible steps toward the recognition of human dignity."

Copies of the "Statement of Position on Sexual Abuse" are available free from Doug Case, Housing and Residential Life Office, San Diego State University, San Diego, CA 92182.

This is part of a growing list of such statements that fraternities and sororities are adopting regarding sexual abuse. For example, Alpha Tau Omega Fraternity has a "Human Dignity in an Undignified World" statement against the sexual abuse of women—"emotional, verbal, or physical." In August 1985, members of Pi Kappa Phi Fraternity unanimously passed a statement condemning sexual abuse. Copies of the position statement are available free from Pi Kappa Phi Fraternity, P.O. Box 240526, Charlotte, NC 28224. The Association of Fraternity Advisers at San Diego State University adopted a resolution in December 1985 condemning sexual harassment and abuse. In January 1986, the national headquarters of Kappa Alpha Theta (which calls itself a women's fraternity) issued a "Statement on Human Dignity" that deplores sexual harassment and abuse. Copies of the statement are available for free by writing to Kappa Alpha Theta, 8740 Founders Rd., Indianapolis, IN 46268.

### STUDENTS DISRUPT TOURS TO TELL OF ASSAULTS

As prospective students and their parents toured the campus of WESLEYAN UNIVERSITY (CT) during fall 1986 they

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heard about all aspects of campus life, including the problem of sexual assault. The tours were often interrupted by two students, usually women, who would discuss the problem of sexual assault on the campus and elsewhere. Officials claimed that these talks were disruptive and would keep prospective students from enrolling.

The situation eventually escalated with students performing "guerrilla theater" in the admissions office. Subsequently, the Student Judicial Board (SJB) brought charges of harassment, abuse, and disruption against six students involved in the incidents. The students claimed they were only trying to call attention to the issue of sexual assault and encourage the university and society to take action against it.

Hearings were held before the SJB on January 27, 1987. The board cleared the students of harassment and abuse charges since the students did have the right to "free speech" no matter what the content, accuracy, or impact of that speech may be. The students were found guilty of disruption of institutional processes in a way that interfered with the freedom of others; in effect, the students went too far. Given the fact that the incidents were planned, prolonged, and recurrent and not spontaneous, the SJB recommended that the students be given a written warning that will go into their files and be destroyed upon graduation. Since three of the students already had received warnings from another incident, the SJB recommended that these students be placed on disciplinary probation for the rest of the semester. The dean accepted the board's recommendation.

In the meantime, a consultant was invited to come to the campus to help university officials decide what can be done to address the issue of sexual assaults on campus. □

## WOMEN'S STUDIES

### NJ TO FUND CURRICULUM CHANGES

The New Jersey Department of Higher Education has funded the first year of a three and one-half year grant proposed by the Rutgers Institute for Research on Women (IRW), with a total budget of $362,500, to incorporate the scholarship on gender into all two-year and four-year colleges, public and independent, throughout the state. New Jersey's initiative is the first state-funded and statewide project at the college level.

"The New Jersey Project: Integrating the Scholarship on Gender" kicked off on February 19, 1987, at a one-day conference for university administrators (college presidents, deans, and department chairs) and faculty. The next stages of the project are two nine-day curriculum development programs, the first set for June 7–19, 1987; and four intensive one-day workshops, focusing on specific disciplines or interdisciplinary subjects, in 1987–88 and 1988–89. Curriculum resource centers will be established at different sites throughout the state and a statewide network is to be developed for faculty.

Professors Carol Smith and Ferris Olin will direct the project, which is headquartered at IRW at RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, but most project activities will take place at other institutions around the state. For more information on the project, contact the Rutgers Institute for Research on Women, New Brunswick, NJ 08903.

### REGIONAL RESOURCE FOR WOMEN'S STUDIES

The *Guide to Women's Studies* lists more than 380 women's studies courses and other courses of particular interest to women at sixty-four schools, colleges, and community centers in the five boroughs of New York City. Now in its fifteenth edition, the guide was originally designed as a catalogue for those interested in pursuing women's studies. It is now also widely used as an important reference guide by the general public, women's centers, government officials, educational and training organizations, and women's studies professionals. The recent addition of financial aid information increases its value as a resource. The 93-page guide is published by the New York City Commission on the Status of Women, an advisory body to the mayor on women's issues, and is available for $1.50 from the Commission on the Status of Women, 52 Chambers St., Suite 207, New York, NY 10007. □

### PROFESSORSHIP AT PRINCETON

PRINCETON UNIVERSITY (NJ) has received a commitment of $1,250,000 to establish a professorship in women's studies honoring Doris Stevens, who was active in the suffrage movement at the beginning of the century. The chair will be held by a distinguished scholar in the interpretive social sciences. Letters of nomination are appreciated and should be sent to Professor Kay Warren, Director, Program in Women's Studies, Princeton Univ., 218 Palmer Hall, Princeton, NJ 08544. □

### HARVARD TO OFFER NEW MAJOR

Beginning in the fall of 1987, HARVARD UNIVERSITY (MA) will offer a degree-granting program in women's studies. The proposal was passed by the Faculty of Arts and Sciences with only one dissenting vote. The program will function the same way as other interdepartmental programs in which students may concentrate for degrees. Students can choose from courses in more than ten departments. Three of the twenty-five existing women's studies courses are taught by men, and fourteen of the twenty-nine closely related courses are taught by men. "Questions of gender are common to both sexes," stated Susan Suleiman, chair of the Committee on Women's Studies, as she urged faculty to support the proposal. □

### CINCINNATI REACHES ENDOWMENT GOAL

The Center for Women's Studies at the UNIVERSITY OF CINCINNATI (OH) has reached its $250,000 goal to endow support for a rotating program of visiting professors. The center, founded in

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1974, coordinates an interdisciplinary program of eighty academic courses in nine of UC's colleges. "At a time when national support for women's studies research is shrinking, it is experiencing a surge of interest [here]," says Lynette Carpenter, acting director of the center. "Student enrollment in the center's certificate program (roughly equivalent to a minor), for example, has more than tripled in the past year."

Spearheading the fund-raising drive was the center's community support group, Friends of Women's Studies. Since 1984, "Friends" has supported four visiting scholars. It also funds minigrants for women's studies research and a student essay contest, honors distinguished women graduates of UC, provides seed funds for major women's studies projects, and coordinates programs for its members and the general public. □

### DIRECTORY OF WOMEN SCHOLARS

The revised edition of *Women Scholars in Women's Studies*, which presents biographical data on 300 scholars from eleven midwestern universities, is now available. In addition, the directory provides more than 1,000 references to recent scholarship along with summaries of the scholars' research interests and areas of community involvement. For ordering information, contact the Committee on Institutional Cooperation, 302 East John St., Suite 1705, Champaign, IL 61820. □

### INITIATIVES AT DOUGLASS

DOUGLASS COLLEGE (NJ) offers a Junior Year Program in Women's Studies that draws students from around the country for a year of intensive study about women. Students participate in internship and externship programs, develop a research project with one of the seventy scholars at Rutgers working on women's studies and related research, and also learn how their women's studies background can help their future careers by participating in the career-planning component of the program. Students can apply for financial aid; some scholarship funds are available. In addition to taking women's studies courses, students can take the courses they need to complete major or minor requirements from their home institutions. For more information on the program, contact Ellen F. Mappen, Voorhees Chapel, Douglass College, New Brunswick, NJ 08903.

The program has also produced a series of *Women's Studies Career Focus Booklets:* Series I, Communications; Series II, Social Sciences; Series III, Math and Science. The booklets are designed to help students think about how to apply their backgrounds to their career goals, look at some of the options open to them, and examine profiles of successful women with similar backgrounds. Also available is *Job Survival Skills for Women's Studies Students: A Career Development Training Manual*, which gives instructors concrete ideas and activities for teaching job survival skills to women's studies students. The whole packet, which includes Series I, II, III, and the training manual, is available for $3.00 prepaid. Send your order to the program at the address above. □

## WOMEN'S SPORTS

### DOCUMENTING ATHLETIC INEQUITIES

Women's athletic programs are at risk at all educational levels. Virtually none of them is now covered by Title IX (the law that prohibits sex discrimination in education) as a result of the Supreme Court's 1982 decision in *Grove City vs. Bell*, which narrowed the scope of coverage. The editors of *Women's Sports and Fitness* are concerned that as the effects of that decision begin to be felt, millions of women and girls will be denied the opportunity and encouragement to play sports. "[They] will be deprived of the sense of achievement, confidence, and joy that sports can bring," says Editor-in-Chief Martha Nelson in her December 1986 column. *Women's Sports and Fitness* is collecting information on athletic programs that are experiencing severe cutbacks or are being dismantled and will report on its findings in an upcoming issue. If you have information about what is happening on your campus write to Ellie McGrath, Senior Editor, *Women's Sports and Fitness*, 310 Town & Country Village, Palo Alto, CA 94301. □

### IS A SCHOLARSHIP IN YOUR GAME PLAN?

The new Women's Sports Foundation's annual scholarship guide is now available. The guide, filled with more than 10,000 opportunities in twenty-four different sports, includes listings from more than 800 colleges and universities. In addition to details about scholarship programs, the guide also gives the student athlete a checklist of important questions to raise with campus admissions officers and coaches about finances, legalities and eligibility, the athletic program, and the academic climate. The guide, sponsored by the Procter and Gamble Company, is available for $2.00 (to cover postage and handling) from the Women's Sports Foundation, 342 Madison Ave., Suite 728, New York, NY 10017. □

### BASKETBALL SIZE IRRELEVANT

A study by a master's candidate at the UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL shows that the smaller, lighter basketball, introduced in 1984 as the standard for all high school and college women's teams, makes no difference to performance. The new ball sparked much controversy with some players arguing that it would give women better ball control and others maintaining that women are perfectly capable of handling the standard equipment.

Bonnie Hamryka's research seems to settle the issue for now. After comparing shooting percentages, total points, rebounds, steals, turnovers, fouls, and assists, she found no statistically significant difference in performance due to ball size. □

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# ARE WOMEN COACHES AN ENDANGERED SPECIES?*

When Susan Schafer, a sex-equity consultant at the Colorado Department of Education, undertook a survey in her state, she found that the percentage of women high school coaches had declined from 89 percent to 38 percent between 1973 and 1983. And Colorado is not unique: The trend holds nationwide [and at the college level, see chart].

Ironically, a major reason for the decline is Title IX. When this 1972 statute forced federally funded schools to provide equal opportunity to female and male athletes, coaching women became more prestigious and lucrative. As a result, men began applying for the jobs, using their years of experience coaching and recruiting as qualifications. When athletic departments were merged under one director, that director was usually male—and likely to hire more men.

Today, more than 86.5 percent of women's athletic programs in coed colleges are under the supervision of a male athletic director. Among Division I schools, 90 percent have a man at the helm, and almost 38 percent of all coed colleges have no women at all involved in sports administration.

When Brooklyn College professors Vivian Acosta and Linda Carpenter surveyed 350 NCAA women's sports program heads last year, the overwhelming explanation of female respondents for the diminished role of women in the management of women's sports programs was the success of the "old boys' club" and the lack of an effective "old girls' club."

The men in women's sports administration don't agree that they run a special club, say Acosta and Carpenter. Men in their survey listed "lack of qualified women coaches and administrators" and "unwillingness of women to recruit and travel" as the top reasons for the dearth of women in leadership ranks.

Homophobia is another barrier. One athletic director admits: "I know of male athletic directors who will call their buddies if they are considering a woman for a job and ask about her sexual orientation." Adds sports sociologist Cheryl Cole: "There is discrimination against anybody who isn't fitting into the gender role. Most female coaches were athletes, and the prejudice follows them up through the professional ranks."

Regardless of the disparity in female and male reasoning as to why the numbers of women coaches are dwindling, there is a small but steady movement to reverse the tide. [Among programs being developed to respond to the decline:]

- Smith College in Massachusetts recently decided to devote its graduate physical education department to coaching and administration majors.
- The NCAA has resurrected a new version of the women's committee that it abandoned in 1985.
- The National Association for Girls and Women in Sports has written a position paper that suggests concrete steps schools should take to increase their female staff. These include affirmative action hiring; courses and internships in coaching, officiating, athletic training, and administration; hiring women to officiate scrimmages and nonconference games to gain experience; and hiring women as assistant coaches and trainers when the head coach is male.
- Representatives from 20 organizations recently created the Coaches Advisory Council of the Women's Sports Foundation. Among their objectives are publishing a booklet for women who want to enter the field of coaching, creating a national job vacancy service, providing a speakers' bureau, and honoring women coaches.

The goal of all these programs is to place women at the top in their chosen sports. The traditional view of leadership and power as male traits may be one of the hardest barriers for women to overcome. Yet an understanding of power dynamics can put women in a position of authority, where permanent changes occur. Women involved in sports already have a jump on the power game, because the moves are much like those in a sporting event: perceiving the goal, figuring out how to reach it, motivating the team, and being prepared to resist counterattacks. Schafer's hope—and plan—is that women will take the athletic skills they've acquired, add political and professional savvy, create networks, and regain their position of leadership in the world of women's sports.

**THE COLLEGIATE TREND**

*Percentage of Selected Women's Intercollegiate Teams Coached by Women*

| | 1977–78 | 1985–86 |
|---|---|---|
| Archery | 83.4 | 60.0 |
| Basketball | 79.4 | 61.0 |
| Crew | 11.9 | 22.0 |
| Field Hockey | 99.1 | 97.1 |
| Gymnastics | 69.7 | 55.7 |
| Soccer | 29.4 | 30.7 |
| Swimming/ Diving | 53.6 | 30.0 |
| Tennis | 72.9 | 54.8 |
| Track | 52.3 | 23.1 |
| Volleyball | 86.6 | 71.3 |

*By Carol Potera and Michele Kort. Excerpted and reprinted with permission from *Women's Sports and Fitness*, September 1986.

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## EMPLOYMENT

### MALE/FEMALE RELATIONSHIPS GROUP AT MSU

Changes in the roles of women and men at home and at work can cause stress and confusion. MICHIGAN STATE UNIVERSITY's Employee Assistance Program offers a support group for men and women who need help in dealing with male/female relationship problems at home and in the workplace. For instance, a man might be frustrated in his attempts to communicate with women at work and in personal relationships or a woman might find that her coworkers expect her to do things they would not expect of a man in her job. The group provides an opportunity to talk honestly about issues such as how personal relationships affect work relationships; the different expectations men and women might have; and balancing home and family responsibilities fairly. For more information on the support group, contact Cynthia Hockett or David Arreola, Employee Assistance Program, Michigan State Univ., 205 Olds Hall, East Lansing, MI 48824. □

### THE PRIVILEGE OF EQUAL RIGHTS

*More Equal Than Others: Women and Men in Dual Career Marriages* examines the dynamics of an increasingly common phenomenon. People in dual-career marriages enjoy a privileged position in American society, states the author, Rosanna Hertz, a sociologist at WELLESLEY COLLEGE (MA). First, husbands and wives more often share major decisions about domestic responsibilities, money, career moves, and having children. Second, women in these professional couples are more often free both to work and raise children, in large part because of the availability of poor women to serve as housekeepers and nannies.

The interviews in *More Equal Than Others* contradict the stereotype of the unhappy "superwoman" and the neglected husband. These marriages seem to have benefited from the effort to combine two careers and family. Yet Hertz also found that neither the companies they work for nor society at large has done much to help husbands and wives. These relationships have succeeded mainly because the men and women have been emotionally adaptable and economically fortunate, not because the social climate is more hospitable.

*More Equal Than Others* is available for $18.95 (hardcover) from the University of California Press, 2120 Berkeley Way, Berkeley, CA 94720. □

### ALL THE FACTS AND FIGURES ABOUT WORKING WOMEN

The National Commission on Working Women has produced a four-page fact sheet that gives statistics on women and minority women in the work force. The statistics are up-to-date (most are 1985) and generally presented in easy-to-read charts. The data show, for example, that 77 percent of all employed women in 1985 were in nonprofessional occupations; only 11 percent of all women were in traditionally male occupations; and approximately 20 percent of women workers in the United States are minority women. Single copies of the fact sheet, "An Overview of Women in the Work Force," are available free with a stamped, self-addressed envelope from the National Commission on Working Women, 1325 G St., NW, Lower Level, Washington, DC 20005. (The commission also distributes fact sheets on pay equity and child care.) □

### NEW FROM BPW

The Business and Professional Women's (BPW) Foundation has produced five new information digests that provide excellent background information in a brief, factual format—usable for speeches, articles, and other resources. The digests include:

- *Women in the Workforce*
- *Women in the Future Workforce*
- *Women in Management*
- *Women in Engineering*
- *The Wage Gap*

To order, send a self-addressed envelope with a first-class stamp for one or two digests, or two stamps for three or more digests, to the Office of Issues Management, BPW Foundation, 2012 Massachusetts Ave., NW, Washington, DC 20036.

Also new from BPW is *The Economics of Work and Home*, a research summary of two dissertations focusing on economic factors at work and home that contribute to, and result from, family changes. Roberta Spalter-Roth (American University, 1984) analyzes changing economic inequalities between husbands and wives in dual-earner couples. Elaine McCrate (University of Massachusetts, 1985) studies the relationship between women's new economic independence and their growing rate of nonmarriage. To order a copy of *The Economics of Work and Home* send $2.50 plus $.35 postage to BPW Supply Service, Inc., 11722 Parklawn Dr., Rockville, MD 20852. Please specify Stock #NF-1314. □

### THE LATEST ON WOMEN AND WORK

*Women and Work, An Annual Review, Volume 2* is the second in a series of books that brings together research, critical analysis, and proposals for change. This particular volume opens with a symposium on occupational health and women workers; it includes chapters on integrating sociology and economics in the study of gender and work, income determinants of women managers, American farm women, and understanding sex in the workplace. Edited by Ann H. Stromberg, Laurie Larwood, and Barbara A. Gutek, copies of the 286-page book are available for $29.95 or $23.50 (prepaid) by writing to Sage Publications, 275 South Beverly Dr., Beverly Hills, CA 90212. □

## RESOURCES

### CLASSIC FEMINIST RESOURCE

An updated and expanded third edition of *Feminist Resources for Schools and Colleges*, a reference for nonsexist materials for classroom use, is available from the

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Feminist Press at the CITY UNIVERSITY OF NEW YORK. The curriculum guide provides a descriptive evaluation of 310 print resources (periodicals, books, bibliographies) and 135 audio-visual materials which can be used to integrate information on women into traditional courses, create separate courses about women, and restructure the traditional curricula in light of new knowledge.

The sources are arranged by academic discipline as well as by such interdisciplinary teaching approaches as minority women, women and work, the family, housework, and mothering. The materials have become available as a result of research in new areas of scholarship on women and have been selected to insure a multiethnic and multicultural range of sources with particular emphasis on several areas commonly neglected in traditional textbooks and curricula—non-Western women, the rural poor, the working-class woman. The 190-page book, edited by Anne Chapman, is available for $12.95 (softcover) from the Feminist Press at the City University of New York, 311 East 94th St., New York, NY 10128.

### ECONOMIC REVOLUTION?

*The Economic Emergence of Women* explores the policy choices American society must make in issues such as pay equity, government support for child care, extended parental leave, taxation of the family, and the reform of social security, welfare, and child support. Also examined are the social origins of women's roles, including changes in monetary incentives, technology needs, birth and divorce rates, education, and ideas about sex roles and the family. While the author, Barbara R. Bergmann, a professor of economics at the UNIVERSITY OF MARYLAND-COLLEGE PARK, welcomes economic changes such as the domestic pressures on men and the new economics and politics of keeping house, including the "industrialization of housework and childcare," she also confronts their considerable costs.

*The Economic Emergence of Women* also presents economic arguments that explain the persistence of occupational segregation and wage discrimination and argues for the necessity of affirmative action and pay equity. The 372-page book is available for $19.95 (cloth) from Basic Books, Inc., 10 East 53d St., New York, NY 10022-9906.

### Q AND A ABOUT SEXIST COMMUNICATION

*Closing the Communications Gender Gap: What Everyone in Sales, Business, Media, Government, Education, and Community Agencies Should Know about Male-Female Communication Dynamics and Positive Interaction Skills* is a booklet that helps enable readers to identify, eliminate, and solve problems related to sexist communication. Written in question-answer form, this booklet would be useful for college composition and women's studies courses. It is available for $2.00 from Futures Unlimited Enterprises, 4502 Broad Rd., Syracuse, NY 13215.

### CURRICULAR MATERIALS ON WOMEN'S HEALTH

The faculty and staff of the Women, Health and Healing Program at the UNIVERSITY OF CALIFORNIA-SAN FRANCISCO have developed a set of three volumes of curricular materials in women's health:

- *Minority Women, Health and Healing in the U.S.: Selected Bibliography and Resources.* Included are sections on health issues concerning Black, Hispanic, Native American, and Asian women ($7.00).
- *Syllabi Set on Women, Health and Healing: 15 Courses.* Syllabi emphasize social sciences perspectives on women's health. Courses include lower- and upper-division introductions and graduate instruction ($10.00).
- *Teaching Materials on Women, Health and Healing.* Short articles on developing courses appropriate to varied institutions, integrating minority women's health issues into diverse curricula, teaching sensitive policy issues and pedagogical materials ($7.00).

These curricular materials were developed by Virginia Olesen, Adele Clarke, and Patricia Anderson of UCSF with Sheryl Ruzek of Temple University. All three are available as a set for $20.00. Prepayment is required for all orders. Make checks payable to Women, Health and Healing, Room N-631-Y, UCSF, San Francisco, CA 94143-0612.

### FEMINIST THEORY IN EDUCATION

The State University of New York Press has announced a new book publication series, "Feminist Theory in Education," designed to explore the relation of gender to epistemology, curriculum, and teaching. Interested scholars are invited to submit proposals and book manuscripts which offer critiques of reproduction and nurturance, domesticity, sexuality, nature, knowledge, culture, and politics—all areas with implications for what it means to be male or female and what it means to teach and to learn.

Edited by Madeleine Grumet, this series seeks manuscripts that offer new ideas for curricula and teaching. All proposals and manuscripts should be submitted to Lois G. Patton, Editor-in-Chief, State University of New York Press, State University Plaza, Albany, NY 12246.

### RESOURCES FOR AMERICAN INDIAN WOMEN

A new resource guide for leadership training is *Circles of Women: Professionalization Training for American Indian Women—A Manual for Counselors, Teachers, Workshop Leaders and Trainers.* It includes extensively field-tested workshop strategies on enhancing self-esteem, acquiring culturally relevant assertiveness skills, learning career-planning strategies, and developing financial management skills. Written by Teresa LaFromboise and Kit Boesch, *Circles of Women* is available for $20 for PEER Affiliates and $25 for others from the Project on Equal Education Rights, 1413 K St., NW, 9th Floor, Washington, DC 20005. Bulk rates are available.

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# IN CASE OF SEXUAL HARASSMENT
## A Guide for Women Students

*Every time Margaret R. sees her advisor in his office, he closes the door, sits close to her, and seems to pat her knee a lot in the course of their discussion. Margaret is uncomfortable with this behavior and tries to move away so he can't touch her. He only moves closer to her and continues the behavior. Margaret doesn't know what to do about it.*

What would you do if you were Margaret? Where would you turn for help?

Turn first to the new booklet designed to help women students cope with sexual harassment. **IN CASE OF SEXUAL HARASSMENT, A Guide for Women Students**, published by the Project on the Status and Education of Women, is filled with practical tips and sensible, down-to-earth advice on issues such as:

- what is sexual harassment;
- who is likely to be harassed;
- what you can do and should not do about it;
- formal and informal institutional ways to deal with it;
- myths and facts about sexual harassment;
- risks involved in dating your professor; and
- a selected list of resources.

Sexual harassment doesn't go away if it is ignored. There are many steps students can take to end sexual harassment. This booklet offers numerous ideas for effective action.

**IN CASE OF SEXUAL HARASSMENT, A Guide for Women Students** is available for $2.00 prepaid from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Please make checks payable to AAC/PSEW. Bulk rates are available. For a list of other PSEW publications, send a self-addressed, stamped envelope.

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**The Project on the Status and Education of Women** of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations. Generous foundation grants, particularly from Carnegie Corporation of New York and The Ford Foundation, have supported PSEW's activities.

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The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 575 public and private colleges and universities. Through grants, publications, and workshops, AAC strives to enhance liberal education and secure its integration with professional programs and courses of study. Its programs include the Project on the Status and Education of Women and the Council for Liberal Learning.

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN VOL. 17, NO. 1 SUMMER 1987

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# ON CAMPUS WITH WOMEN

## MINORITY WOMEN

### BLACK WOMEN'S EDUCATIONAL HISTORY

New research confirms the double bias faced by Black women and girls in the American South since the Civil War. A set of four teaching modules, created by Elizabeth L. Ihle of JAMES MADISON UNIVERSITY (VA), describes the historical development of elementary, vocational, high school, and college education for Black girls and women.

In higher education, Ihle cites research that found that female students of either race became less assertive when educated with men. In Black colleges, Black women lose social assertiveness skills. This is not the case in predominantly white colleges, where few Black men are available; nevertheless, Black women in white colleges suffer from a variety of personal and social problems.

Ihle states that "educational equity between the races or between the sexes has not arrived. Poverty and inaccessibility of educational facilities deprived generations of Black women of educational opportunity and continue to do so today." She emphasizes the need for further research focusing on Black women's educational experiences and notes that the majority of research even today looks at racism as a cause of educational inequality but not at the effects of sexism too. Black women and girls have been invisible.

The educational modules provide an overview of the attitudes and trends that shaped Black women's education and offer many insights into their concerns today. The modules include historical texts with documentation; photographs; excerpts from diaries, interviews, and other sources; questions for classroom discussion; suggested activities; and bibliographies. They are available, while supplies last, from Elizabeth L. Ihle, Affirmative Action Officer, James Madison University, Harrisonburg, VA 22807. □

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*Above: Detail, Kowaliga School, Alabama, 1909. (General Education Board 1054. Alabama 29 Rockefeller Archive Center. Reprinted with permission.)*

### HISPANIC WOMEN IN PSYCHOLOGY

The Committee on Hispanic Women of the American Psychological Association (APA) has started work on a project to survey the publication experiences of Latinas in psychology. This project was chosen as a result of concerns voiced at the most recent annual APA convention and in response to suggestions by new members of the committee. A questionnaire will be sent out that focuses not only on the experiences Latinas have had in getting something published but also on the barriers and encouragements they have encountered. For more information on the survey, contact Angela B. Ginorio, Women's Information Center AJ-50, University of Washington, Seattle, WA, 98195. □

### RACE AND SEX AFFECT WAGES

A study of U.S. Census Bureau data states that workers in occupations with significant numbers of women or minority employees are consistently underpaid compared to those in other jobs requiring equal education and experience. Sex and race discrimination have placed minorities in lower wage brackets than whites despite passage of the 1963 Equal Pay Act and the 1964 Civil Rights Act, concludes the study by the National Committee on Pay Equity (NCPE).



Also published in *Liberal Education*, Vol. 73, No. 3, May/June 1987.

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Although it has been shown through job evaluation studies that employees in female-dominated jobs are paid less than those in male-dominated jobs, NCPE said this is the first study to use job evaluation to show similar undercompensation occurs in jobs dominated by minorities. NCPE undertook the study, which was funded by the Ford Foundation, primarily to show that minority workers, as well as white women, would benefit from pay equity. Overall, Black, Native American, and Hispanic women stand to gain the most—35 percent more salary—from pay equity, NCPE concludes. White and Asian women would gain about 30 percent and minority men would realize smaller gains. Copies of the study, *Pay Equity: An Issue of Race, Ethnicity And Sex*," are available for $14.95 (or $4 for the 12-page executive summary) from NCPE, 1201 16th St., NW, Washington, DC 20036. □

### BIBLIOGRAPHY ON BLACK WOMEN

A 15-page bibliography prepared for a conference on "Common Differences Between Black and White Women, Changing the Ways We Think About and Teach Women's Experiences and the Humanities" is available for $1 (prepaid) from the Duke–UNC Women's Studies Research Center, 207 East Duke Bldg., Duke University, Durham, NC 27708. In addition to articles and books, the bibliography lists fiction, juvenile literature, and films describing Black women. □

### OVERCOMING BARRIERS

The autumn 1986 issue of *Heritage*, the newsletter of the Illinois Ethnic Consultation (IEC), is devoted to ethnic women. Articles revolve around the struggle of ethnic women to balance traditional family and sex roles with new values and goals such as higher education and employment outside the home. Greek, Asian, Italian, Jewish, Black, Polish, and Hispanic women write about their experiences and their conceptions of themselves and other ethnic women. The autumn 1986 issue of *Heritage* is available free from IEC, 55 E. Jackson, Suite 1880, Chicago, IL 60604. □

## ON THE CAMPUS

### TOO MANY WOMEN? OR NOT ENOUGH?

Two U.S. universities are currently struggling with the issue of women's enrollment levels. Is there an "optimum" number of women students on a campus? According to an article in the *Chronicle of Higher Education* (January 28, 1987), some trustees at the UNIVERSITY OF NORTH CAROLINA think so and believe their school is overpopulated with women students. Given current enrollment trends (since 1983 almost 60 percent of the students have been women) the trustees say they fear a decline in alumni contributions as well as a decline in the university's political influence. One trustee speculated that because men often make higher salaries than women, women graduates would not be able to contribute as much money to the university. He was also concerned that women have less influence in government. Another trustee told the *Chronicle*, "So many of the girls from Chapel Hill marry men from other schools, and statistically the big money tends to go to the school with the husband."

Current admissions policy to the highly selective institution is based more on students' academic and leadership records in high school (where the average female applicant is stronger) than on their Scholastic Aptitude Test scores (where the average male applicant is stronger). The board is considering the possibility of basing admissions more on those scores. University administrators have not endorsed the trustees' ideas, nor are all the trustees concerned about the numbers of women at Chapel Hill, and not all want to consider changes in admissions. They feel an emphasis on testing would ignore all other areas where a student might excel. [Editor's note: If the "problem" is truly a potential decline in alumni contributions, a more equitable solution would be to admit only students (regardless of sex) who plan to major in fields that lead to occupations in high-paying and influential jobs, and to reject students planning careers as teachers, social workers, ministers, and government employees.]

On the other side of the coin is PRINCETON UNIVERSITY (NJ). Like many formerly all-male institutions, Princeton is trying to counteract a lingering "male" image and attract more women students. About 37 percent of the undergraduates are women, the lowest percentage in the Ivy League, and the number of academically qualified women applying has been dropping. Administrators believe the school suffers from a number of misperceptions about its social atmosphere being male-dominated, and about its academic strengths being in fields that traditionally draw more men such as science, mathematics, and engineering. Recruitment and admissions officers are making an effort to improve admissions literature and recruitment policy by developing more materials on the humanities, by involving women juniors and seniors in recruiting efforts, and by showcasing women faculty and women campus leaders in brochures and pamphlets. Apparently no extra recruiting to draw women into the sciences and engineering is being considered. □

### SEX ROLE CONFUSION?

Surveys conducted over the last several months to test attitudes about sex roles have found mixed results:

- A national survey by the American Council on Education shows only one-tenth of 1 percent of first-semester college women planned to make full-time homemaking a lifetime pursuit. At the same time, slightly more first-year women than men—5.2 percent compared to 5 percent—say they are interested in a law career.
- A two-year survey conducted by the Women's Resource Center at the UNIVERSITY OF CALIFORNIA-BERKELEY suggests that most students still believe in a traditional marriage, where the husband brings home the bacon and the wife stays home with the children. Two-thirds of the men and half of the women interviewed said the husband's career comes first and most men said they were

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unwilling to do laundry or cook dinner. Only 2 of the 120 men interviewed said they would be willing to relocate for their wife's job.

■ An analysis of 740 questionnaires administered to a random sample of male college seniors in 1980 and 1985 indicates that men in 1985 have reemphasized the importance of work roles for themselves and the priority of the mother role for their mate. At the same time, they show greater support for women's career objectives and more active fathering roles for men. Beth Willinger of the Newcomb College Center for Research on Women at TULANE UNIVERSITY (LA), the author of the study, sees trends emerging that stress both family *and* career roles for both sexes rather than family *or* career roles.

■ UNIVERSITY OF MICHIGAN researchers report that, contrary to speculation about a growing backlash to feminism, support for the women's movement has grown steadily in nearly every demographic group since 1977. The only population group whose support has not increased substantially in the last eight years was college graduate women who, the study notes, were already twice as likely to be pro-feminist in 1977 than other women.

The researchers, Karen Oppenheim Mason and Yu-Hsia Lu, found that the percentage of women who believed men should be the achievers and women should take care of the home and family dropped from 62 percent in 1977 to 46 percent in 1985. The percentage of men who believed women should stay home dropped from 68 percent to 50 percent in the same period. In 1977, 59 percent of the women and 50 percent of the men said the man's career was more important than the woman's. Only 36 percent of each sex thought so in 1985.

The number of women who believed that a working mother can have as warm a relationship with her children as a nonworking mother rose from 54 percent in 1977 to 67 percent in 1985. The percentage of men who agreed rose from 41 percent to 53 percent in the same period. Men were much more concerned than women, however, about the effects of a working mother on a preschool child. Only 46 percent of the women interviewed in 1985 said they thought preschoolers were likely to suffer, compared to 61 percent of the men. Mason and Lu caution that, although support for feminist goals continues to grow, the portion of the population that still endorses traditional sex roles is a substantial minority. □

### SEX SKITS GENERATE SERIOUS TALKS

Students in a Health Science health training class at SAN DIEGO STATE UNIVERSITY (CA) were asked to write brief scripts on issues such as how to say "no" to sex, how to deal with a friend or roommate who drinks too much, and how to avoid sexually transmitted diseases. The result of that assignment is a program called "Sex Acts," a series of skits that can be used as the basis for group discussion.

Anyone in the university who wishes to use the program contacts the Student Health Services Office. They receive the scripts and then arrange for actors (usually themselves) to play the parts. One or two health educators, trained students, or a combination facilitate the program. The skits have been performed in front of groups as small as fifty and as large as two hundred. They allow students to laugh a little and then ask questions. For more information, contact Judy Berman Silbert, Student Health Services, Student Affairs, San Diego State University, San Diego, CA 92182. □

### HIGHER EDUCATION FACTS AND FIGURES

A recent publication from the American Council on Education (ACE) profiles the state of the academy. Among its findings concerning women and minorities are:

■ Today 286 colleges and universities have a woman as chief executive officer. This represents about 9 percent of all institutions, up from 5 percent in 1975, when 148 women held such positions.

■ Overall, full-time women faculty continue to be less likely to hold tenure than their male counterparts. This is because men are disproportionately in the upper ranks of faculty, while women are overrepresented in the lower ranks. In 1984–85, 49 percent of women faculty were tenured, compared to 71 percent of men.

■ Total minority enrollment in higher education increased 6 percent between 1980 and 1984, because of increases in Hispanic and Asian enrollments. Unfortunately, the data on minorities are not broken down by sex.

■ In 1984, minorities represented 15 percent of all four-year students and 21 percent of all two-year students.

In addition to information on the status of women and minorities, *Higher Education Today: Facts in Brief*, published by ACE's Division of Policy Analysis and Research, offers up-to-date information on demographic and economic trends, campus and institutional trends, student majors, and student financial aid. The 58-page booklet, filled with charts and statistics, is available for $5 (ACE members) and $8 (non-ACE members) from the Division of Policy Analysis and Research, ACE, One Dupont Circle, NW, Ste. 800, Washington, DC 20036. Only prepaid orders will be accepted. □

### THE GAME OF SEX

Students and staff at STANFORD UNIVERSITY (CA) have developed a board game called "Sexploration" to help young men and women make better decisions about sex and personal relationships in general. The copyrighted game is intended to be used in student residence halls but could be adapted to other settings. The game involves trivia questions, role playing, and discussions and is designed to teach sexual information and help young people examine and sharpen their own values. Stanford is not currently planning to market the game but would consider doing so if there were sufficient interest. For more information, contact Alice Supton or Paula Warner at 415/725-2800. □

### RAISING FACULTY AWARENESS

"OREGON STATE UNIVERSITY recognizes its responsibility to be aware of racial and sexual prejudice in order to eliminate it from the classroom." So begins a booklet, published by OSU's

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Department of Women's Studies, the College of Liberal Arts, and the Office of the President, to help faculty become more aware of sexism and its effect on academic excellence. *Eliminating Sexism in the Classroom* discusses the importance of achieving educational equity through needed changes in language, behavior, and expectations. It discusses the economic realities male and female students will face upon graduation, and the social outcomes of sexism both on campus and in the employment world.

Copies of the booklet were distributed to all OSU faculty and graduate teaching assistants. Sponsors of the booklet are currently revising and updating it. Single copies are available free, while supplies last, from Jean Dost, Director, Women's Studies Dept., OSU, Corvallis, OR 97331. □

### CHALLENGES, CHANGES IN COLLEGE 'PRESIDENTIAL PARTNERSHIP'

American college and university presidents depend on their spouses as committed partners in achieving the goals of their institutions, according to *The Partnership Model: A Family Perspective on College Presidency*, from the American Association of State Colleges and Universities (AASCU). Traditionally, spouses of college presidents serve as coordinator and host for the numerous functions held in the president's house and elsewhere. Today, given the changing lifestyles of these spouses, they require more formal support from their universities to fulfill these obligations, support which universities customarily hire for single presidents.

As reported in *The Partnership Model*, spouses of college leaders experience the greatest stress in attempting to balance family time with college demands. Many now have their own careers and professional identities; some are male and thus charting new waters for their role; and some want compensation or other recognition for the time they give the institution.

Among the firsts in *The Partnership Model*, the third volume in AASCU's ongoing series on the college president-spouse partnership, are essays from the perspectives of male presidential spouses, presidents' children, and single presidents. The book also reports AASCU's third survey on presidential spouses, incorporating responses and experiences of several hundred association-member college spouses.

*The Partnership Model: A Family Perspective on College Presidency* is available for $14 (AASCU members) or $17.50 (nonmembers) from AASCU, Office of Publications, One Dupont Circle, NW, Suite 700, Washington, DC 20036. □

### HELP FOR STUDENTS WHO ARE SINGLE PARENTS

The Women's Resource Center at the UNIVERSITY OF UTAH (UT) provides educational programs and services for women and men who are students, prospective students, faculty, or staff, with special emphasis on serving the needs of nontraditional students, including single parents. Activities specifically for single parents include workshops on financial aid, controlling stress, and forming support networks; and drop-in, free counseling services. The center has also published *How To Be A Successful Single Parent Student*. Possibly the first of its kind, this how-to booklet is for UT single-parent students and for those who would like to attend the university. Included are descriptions of how to get into the university, how much it will cost, how to receive financial aid and state social services, and how to find support services at the university. It also includes tips from successful single-parent students. The 72-page booklet could serve as a model for other institutions planning similar materials, and is available for $3 from the Women's Resource Center, 293 Union, University of Utah, Salt Lake City, UT 84112. □

## FINANCIAL AID

### IN HOCK FOR LIFE?

A third to a half of all undergraduates graduate from school in debt for their education, considerably more than a decade ago. They have also borrowed higher amounts. *Student Loans: Are They Overburdening A Generation?* examines heavy dependence on student loans and notes that heavy emphasis on borrowing may discourage traditionally underenrolled groups from participating in higher education and hinder the nation's progress toward equal educational opportunity. Janet S. Hansen, director for policy analysis at the Washington office of the College Board points out, "... [I]t is clear that loans, unlike grants, are not neutral in their effects on different groups. Because of continuing disparities in income between white males, on the one hand, and women and minorities on the other, the latter will find loans more burdensome to repay." *Student Loans: Are They Overburdening A Generation?* was prepared under contract with the Joint Economic Committee of the U.S. Congress. Copies are available for $6 from College Board Publications, Box 886, New York, NY 10101. □

### WOMEN FACE UPHILL FIGHT FOR STUDENT AID

Student financial aid officers and policy makers should pay particular attention to the needs of women because enrollment trends since 1960 show that female participation in higher education is "directly related to cost," reports Mary Moran in *Student Financial Aid and Women: Equity Dilemma?* Specifically, women face 1) proportionately greater loan burdens due to lower anticipated lifetime earnings; 2) cultural factors that discourage many from science and engineering careers; and 3) biases in favor of men in awarding fellowships and assistantships. The statistical evidence in this report raises serious questions about the equality of student aid. It demonstrates the clear need for aid guidelines that consider differences in male and female living conditions in order to distribute student aid more equitably.

Data confirm that women are losing out in the increasingly mad scramble for student loans. Even institutions with traditionally high female enrollments are not meeting their enrollment capacity, indicating that "women are perhaps being priced out of postsecondary education," warns Moran, program officer in the Office of Elementary and Secondary

Education in the U.S. Department of Education. In fact, under current policies, single women with children have the most critical unmet financial need. Independent students with children are more than twice as likely to be female and nearly five times as likely to be 24 years of age or older. Women are twice as likely as men to be classified as independent students (66 percent versus 34 percent) at the freshman level and pay a greater portion of their own college costs than dependent students.

Current student-aid policy often works against women. For example, veterans' benefits are not counted as income in student eligibility rules, but food stamps and Aid to Families with Dependent Children often are. Individuals eligible for public assistance programs—three-fourths of whom are women—must report *all* student aid as income, with no differentiation between a need-based scholarship, a grant, or a loan.

"More than half of all women with four years of college had incomes in 1981 that were only slightly higher than the median income for men who had... completed [only] the eighth grade," notes Moran. For every dollar a man earns, a woman gets 68 cents; for every dollar he gets in grants she gets 73 cents; and for every dollar he gets in loans, she gets 84 cents. In fact, "the single largest scholarship foundation for women is the Miss America Beauty Pageant."

*Student Financial Aid and Women: Equity Dilemma?* (135+ pp.), sponsored by the ERIC Clearinghouse on Higher Education at George Washington University, is available for $10 from the Association for the Study of Higher Education (ASHE), Dept. P5, One Dupont Circle, NW, Suite 630, Washington, DC 20036. □

## PRIZES AND AWARDS

### UCLA AFFILIATED SCHOLARS

The Center for the Study of Women at the UNIVERSITY OF CALIFORNIA–LOS ANGELES has begun a program to attract local scholars conducting gender-related research. The Affiliated Scholars Program will begin with five scholars who will receive affiliation with the UCLA center, library privileges, stationery, faculty sponsorship, assistance in developing funding proposals, and an opportunity to participate in a colloquium for exchanging and presenting ideas. They will not, however, receive any stipends.

The affiliated scholars will not only conduct research on women or gender-related issues, but will also be involved in planning for the future of the program. For more information on the program, contact the Affiliated Scholars Program, UCLA Center for the Study of Women, 236A Kinsey Hall, 405 Hilgard Ave., Los Angeles, CA 90024. □

### WOMEN'S STUDIES BOOK AWARD

The National Women's Studies Association (NWSA), in conjunction with the University of Illinois Press, has created an annual Illinois-NWSA Book Award, for the best book-length manuscript in women's studies. The winning manuscript will be published by the University of Illinois Press and the author will receive $1,000. Applicants should submit two-page abstracts of their manuscripts by January 1, 1988. For more information and guidelines, contact Caryn McTighe Musil, NWSA National Coordinator, LaSalle University, Philadelphia, PA 19141; 215/248-3075. □

### RUTH STRANG RESEARCH AWARD

The Ruth Strang Research Award was created by the National Association for Women Deans, Administrators and Counselors (NAWDAC) to encourage continued excellence in research, particularly among individuals early in their careers. Participants must submit a manuscript (not to exceed fifty typed pages) on any subject deemed timely and of professional importance to the members of NAWDAC. The manuscripts, which must be original and must not have been previously published or be in press, may be historical, philosophical, experimental, evaluative, or descriptive. They must be submitted by November 1, 1987. The competition is open to all interested individuals; the winner will receive $500. For more information, contact the Ruth Strang Research Award Committee, Marilyn McEwen, Counseling and Personnel Services Department, College of Education, University of Maryland–College Park, College Park, MD 20742. □

### FELLOWSHIP FOR LATINA RESEARCH

The Business and Professional Women's Foundation offers a fellowship for research on economic and employment issues of concern to Latinas. The Sally Butler Memorial Fund for Latina Research is open to postdoctoral scholars or doctoral candidates whose research proposals have been approved by their institutions. Fellowship amounts will depend on budgets submitted, up to a maximum of $3,000. Applicants must be Latin American women by descent or citizenship, including women in the Caribbean and North, South, and Central American regions. For more information, contact the Business and Professional Women's Foundation, 2012 Massachusetts Ave., NW, Washington, DC 20036. □

## WORKING IN ACADEME

### WOMEN AND MINORITIES NEEDED ON ACCREDITING BOARDS

More women and members of minority groups should be involved in the accrediting process, says a new study. Of the thirty-five accrediting agencies surveyed, twelve had no minority group members on their boards, and three had no women. Of the 628 board members reported by the agencies, 1 in 11 was a minority group member, 1 in 4 was a woman. Women fared better than minorities in gaining professional positions with regional accrediting agencies and at such specialized agencies as the National League for Nursing. Of the twenty-three specialized agencies surveyed, five had no female professionals, eighteen had no minority group members, and four had neither female nor minority professionals.

The report, sponsored by the State and Regional Higher Education Center

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of FLORIDA STATE UNIVERSITY, is based on analyses of surveys sent to members of the Council on Postsecondary Accreditation. Recommendations in the report include suggestions to keep better records on the participation of women and minorities and assure that they are represented as consultants, evaluators, and on visiting teams.

Copies of the report, *Involvement and Empowerment of Minorities and Women in the Accrediting Process: Report of a National Study*, are available for $5 prepaid from the State and Regional Higher Education Center, Florida State University, Tallahassee, FL 32306. □

**PROFESSOR WINS TENURE AND $156,000**

A professor of community studies at the UNIVERSITY OF CALIFORNIA–SANTA CRUZ, who earlier this year had been awarded $156,000 in a settlement of a sex discrimination claim, has received tenure. Despite the recommendations of her department and other faculty groups, Nancy Shaw had been denied tenure in 1982 by the chancellor, Robert L. Sinsheimer. She sued, charging sex discrimination and other irregularities in her review. As part of the settlement of the case in January 1987, the judge ordered the university to give Shaw a new tenure decision; three University of California scholars, none of them from the Santa Cruz campus, awarded her tenure in late February. □

**KEEPING TRACK OF WOMEN FACULTY**

The Utah System of Higher Education (USHE) publishes an annual study of the status of women faculty in its postsecondary institutions and presents it to its board of regents. The 1986–87 study notes that the number of women occupying faculty positions has increased every year since the study began in 1980–81. Women currently represent 22.6 percent of the faculty (compared to a national average of 25 percent). The largest number of faculty women continue to be located in the rank of assistant professor. Only 6.8 percent of USHE full professors are female, compared to 10 percent nationwide.

William Rolfe Kerr, commissioner of higher education, in his memo to the board states that as these [female assistant professors] persist in their academic careers, normal institutional promotional and tenure policies may be expected to shift greater numbers of women to the higher faculty ranks in future years. He also points out that the report is a systemwide progress report and should not in any way be viewed as a substitute for the affirmative action efforts and reviews at each individual institution. Other state systems of higher education may want to consider conducting similar annual studies. For more information on *Women in Faculty Positions in Utah System of Higher Education*, contact researcher Lou Jean Flint, State Board of Regents, USHE, 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, UT 84180. □

**ACADEMIC WOMEN IN SCIENCE**

Recently released data show that women in science have improved their position slightly, but that they are still employed more often than men in a part-time capacity, and that many fields employ relatively few women in a full-time capacity. According to Lois Weiss, author of "Academic Women in Science 1977–1984" (*Academe*, January–February, 1987), women still constitute only a small proportion of university professionals in science. Even in 1984, women were only 20 percent of professionals (that is, full-time personnel with faculty status, postdoctoral scholars, and other professional employees) and tended to be clustered in social sciences, psychology, and life sciences.

The situation is especially problematic in engineering and some other traditionally male fields. In 1984, women constituted only 4 percent of engineering professionals and only 2 percent of mechanical, aeronautical and astronautical engineering personnel, respectively. Five percent of physicists were women and 8 percent of astronomers were women. Areas of improvement include mathematics and computer science, in which 18 and 19 percent of personnel, respectively, were women in 1984.

In fields in which women have fared relatively well historically, the change since 1977 has been small. There were only 239 more female psychologists in 1984 than in 1977, while in computer science there were more than 1,500 more females in the same time period. In sociology, there were 332 fewer females in 1984 than in 1977. Weiss hypothesizes that this situation may suggest a "ceiling" for female faculty in largely male areas. "Perhaps academia will only 'tolerate' approximately 25 percent of its ranks to be women, fearing the feminization of the field, particularly fields in which a large number of current students are female," notes Weiss.

In nontraditional fields, women obtained a higher proportion of doctorates in 1981–82 than ten years earlier. Some areas, however, continue to exhibit extreme disparity by gender in 1981. In computer and information sciences, only 8 percent of doctorates were earned by women; 5 percent in engineering; 9 percent in law; 14 percent in mathematics; 14 percent in physical sciences; and 8 percent in theology.

Given the overall surge in enrollment and degrees granted to females, women have not done nearly as well in obtaining professional positions as they have in obtaining degrees. In 1981–82 alone, 29 percent of all doctorates in biological sciences were granted to women. Yet less than 24 percent of full-time professional positions in biological sciences were held by women in 1984. Women received 45 percent of doctorates granted in psychology in 1981–82, yet only 26 percent of professional positions were held by women in 1984. Even in engineering, which exhibits the lowest proportion of degrees granted to females, 5 percent of doctorates in 1981–82 alone went to women, yet less than 4 percent of professionals in 1984 were women.

Weiss's conclusion is that certainly a sufficient number of doctorates are being granted to women to belie claims that "there are no qualified women in this area," or "we tried to find a woman but no one was qualified." She calls for more serious efforts to be made in affirmative action hiring.

Copies of the January–February 1987

issue of *Academe*, which contains Weiss's article, are available for $6.50, plus $.69 shipping and handling from the American Association of University Professors, 1012 14th St., NW, Washington, DC 20005. □

### SEX BIAS CHARGES AT MISSISSIPPI

A class-action sex discrimination lawsuit has been filed against the UNIVERSITY OF MISSISSIPPI. Anne D. Nolen, an associate professor of theater arts, claims in her suit that the university has engaged in a "pattern and practice" of sex discrimination since 1964. Nolen charges that the university paid higher salaries to male colleagues with the same education and responsibilities. □

### FACULTY MEN STILL OUTEARN WOMEN

Faculty salaries are increasing but women continue to lag far behind men in pay and rank, according to the Center for Education Statistics, U.S. Department of Education. On average, men in academia earned almost 25 percent more than women in 1985–86, partly because women occupy more of the lower ranking and lower paying jobs such as lecturer and instructor, said the survey. Men earned an average of $34,300 in 1985–86 compared to $27,600 for women.

Of the 338,500 full-time faculty surveyed in 1986 at 2,952 institutions, nearly 72 percent were men. Almost 88 percent of all full professors were men, and more than 80 percent of male faculty were found in the top three academic ranks—professor, associate professor, and assistant professor—compared with just 66 percent of their female counterparts, the center reported. In contrast, men held just 46.8 percent of the instructor positions.

When comparing salaries within a rank, however, women fared somewhat better but still earned less than their male peers. The largest difference between salaries was at the lecturer rank, where men earned 13 percent more than women. Men, however, earned just 6.5 percent more than women at the associate professor level. Men received larger raises from 1984–85 to 1985–86 than women, earning an average 6.6 percent more, compared with 6.3 for women.

For more information on *Instructional Faculty Salaries for Academic Year 1985–86*, contact the U.S. Department of Education, Office of Educational Research and Improvement, Information Services and Media Systems, 555 New Jersey Ave., NW, Washington, DC 20808. □

### THE IMPACT OF MARRIAGE AND MOTHERHOOD

According to a recent study, marriage and motherhood do not explain the disparity that exists in the publication rates of men and women scientists. In the February 1987 issue of *Scientific American*, Jonathan Cole and Harriet Zuckerman examine three groups of women scientists: those who received doctorates between 1920 and 1959, from 1960–1969, and from 1970–1979. The researchers found that married women scientists published slightly fewer papers than single women scientists, 1.1 per year compared with 1.7 per year. Married women with children published the same number of papers as married women without children, an average of one per year.

According to Cole and Zuckerman, variables other than marriage and motherhood merit further study. For instance, it was found that women scientists who have scientist husbands publish, on the average, 40 percent more than women who are married to men in other occupations. □

## CAMPUS RAPE

### VIDEO DEPICTS RELATIONSHIP VIOLENCE

"Valentines and Violence" is a 59-minute videotape that examines violence in dating relationships. Created by the Student Relationship Violence Committee at the STATE UNIVERSITY OF NEW YORK–COLLEGE AT BROCKPORT, the videotape begins with a dramatization of a violent relationship that shows verbal abuse escalating into physical violence, followed by reconciliation. A panel discussion follows, focusing on such topics as what contributes to relationship violence; why couples stay together; how and when to intervene; and local and national data.

The videotape is appropriate for campus staff and faculty involved in student development, especially those working in residential life, public safety, and counseling services. It is available for $35 (rental) or $60 (purchase) in VHS, Beta, or U-Matic by writing to Videotape, Counseling Center, SUNY–College at Brockport, Brockport, NY 14420. □

### PROTESTING RAPE

When three students who were accused of raping a woman in their dorm were allowed to attend class and continue living in the same dorm for several weeks, some students at the UNIVERSITY OF NEW HAMPSHIRE decided to protest both the rape and the way it was being handled. Three male effigies were found hanging next to a four-by-six foot banner that proclaimed "Beware Boys, Rape Will Not Be Tolerated." Graffiti on the sidewalk outside of President Gordon A. Haaland's office read "Gordon. Why do you allow rapists to stay on campus?" As of this writing, two of the students are facing criminal charges of rape; the third is charged with sexual assault. □

### CHANCELLOR'S FIGHT AGAINST CAMPUS SEXUAL ASSAULT

"Acquaintance rape is a serious problem that affects women—and men—in painful and long-lasting ways." Thus begins a letter from Chancellor Ira Michael Heyman to all members of the UNIVERSITY OF CALIFORNIA–BERKELEY campus community—31,000 students and 1,600 faculty members, deans, and directors of campus departments. In his letter, Heyman warns that "strong disciplinary action" will be taken against anyone found to have violated the university regulations prohibiting sexual assault and lists actions both men and women can

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take to "avoid circumstances which might lead to rape." He also lists campus resources available for rape victims.

Heyman's letter was just the first part of a campaign against sexual assault at Berkeley. Two weeks after the letter was sent, the chancellor's office posted a calendar of events in the student newspaper listing activities scheduled during the spring semester concerning "sexual assault and related issues." Some of the events listed were a self-defense workshop, a rape survivor's group, and a Greek leadership conference session on sexual responsibility. □

### ALSO AT BERKELEY: FRATERNITIES SPEAK OUT AGAINST RAPE

The Judicial Committee for the Interfraternity Council and the College Panhellenic Association at the University of California–Berkeley issued their own letter in support of Chancellor Heyman's letter condemning sexual assault at Berkeley. The Judicial Committee's letter focused on sexual harassment and stated in part, "J-Comm will not tolerate any form or degree of sexual harassment and will consider any such harassment by any member of the Greek system as a serious offense warranting severe punishment. We stress the fact that sexual harassment can take on many forms which before now may have been disguised as 'traditional' activities. Serenading sexually suggestive songs to houses of the opposite sex, sexual intimidation, or any form of sexual assault is sexual harassment and will be treated as such." It went on to encourage the leaders of the various Greek houses to "eliminate any form of sexual harassment in our chapter programming and our individual behavior" and to educate themselves about sexual harassment and sexual assault.

Sigma Phi Epsilon fraternity at Berkeley also responded to Chancellor Heyman's letter by writing its own letter to the student newspaper condemning acquaintance rape. Noting that "the Greek system is stereotyped as one of the biggest culprits in acquaintance rape" and that "the only way to stop something is to take a stand against it," the letter states, "We the members of Sigma Phi Epsilon encourage and challenge other fraternities and sororities and the Interfraternity Council and College Panhellenic Association to publicly denounce rape in any form and join together in solidarity with other campus organizations to put an end to it." □

### PEER HARASSMENT ON CAMPUS: CALL FOR INFORMATION

- A group of fraternity brothers enters the dining room of a women's residence hall, locks the doors, and proceeds to give the women a lecture on male sexuality, using a giant inflatable phallus.
- A woman turns on her computer in class and finds that someone has left obscene messages on it.
- Male students in a laboratory deliberately crowd out female students so they cannot see the experiment being performed.
- A woman student finds that male peers intentionally try to disrupt her work by repeatedly decalibrating her lab equipment.

These are a few examples of peer harassment occurring on campuses today. PSEW is gathering information for an upcoming paper on peer harassment of women students. This harassment of women students by male students can take place in or outside of the classroom, on or off campus. We are interested in knowing about sexual remarks, as well as generally harassing activities and comments, made by individuals as well as various types of group harassment directed against individual women or groups of women.

We are also seeking examples of effective responses to this sort of harassment and other information about programs designed to increase awareness and promote change. Please send all information to Bernice R. Sandler, AAC/PSEW, 1818 R St., NW, Washington, DC 20009.

## SEXUAL HARASSMENT

### SEXUAL HARASSMENT CURRICULUM GUIDE

*Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools, A Curriculum and Guide for School Personnel* defines sexual harassment, discusses legal issues involved, lists institutional ways of dealing with harassment, includes an extensive section on curriculum activities, and has a list of resources. Edited by Nan Stein of the Massachusetts State Department of Education, the 88-page manual includes various harassment scenarios and lists alternative ways of handling them. Although it is aimed at high schools, the material is useful for colleges and would be appropriate for teacher educators. To obtain a free copy of *Who's Hurt and Who's Liable*, contact your state's vocational education sex equity coordinator or the Title IV sex equity specialist in your state's department of education. □

### TIPS FOR HARASSMENT VICTIMS

*Help Yourself: A Manual for Dealing with Sexual Harassment* contains detailed information on all aspects of dealing with sexual harassment, including that which occurs in higher education. Edited by Mary T. Lebrato, the 229-page manual describes ways to use the legal system, alternatives to the legal system, miscellaneous issues; and it contains a selected list of resources. Although it is primarily aimed at California residents and includes a great deal of information specific to that state, it is useful for anyone involved in a sexual harassment situation. *Help Yourself* is available for $10 from the California Commission on the Status of

Women, Attn: Cindy Yates, 926 J St., Room 1506, Sacramento, CA 95814.

**FOCUSING ON SEXUAL HARASSMENT**

On March 4, 1987, BATES COLLEGE (ME) cancelled all classes and other activities so students could attend a series of workshops and seminars on sexual harassment. The faculty decided to do this after an incident in the fall in which two male students put an obscene note on the office door of a female faculty member. There have also been incidents in which male students harassed female students in their dormitories. Celeste Branham, acting dean of the college, said, "The faculty decided it was high time we turned inward and looked at issues related to sexual harassment."

**HARASSED LAW STUDENT REINSTATED**

Charleen O'Neill Davis, a former student at the DETROIT COLLEGE OF LAW (MI) has been reinstated and will receive an undisclosed amount of money in a settlement of her sexual harassment suit against the college. Davis had been dismissed twice previously from the college for refusing the sexual advances of a faculty member. In 1979 she sued the college and dropped the charges when she was reinstated. At the time both parties agreed to keep the suit confidential. In her recent suit, Davis charged that the college broke its agreement and she was harassed and dismissed again because of her earlier suit. College officials denied the charges.

**HELP FOR ADMINISTRATORS HANDLING HARASSMENT**

*Sexual Harassment Issues and Answers: A Guide for Education, Business, and Industry* includes general material on sexual harassment, as well as information specifically geared toward higher education. For example, it includes a detailed sample policy statement that administrators can use as a model for developing their own policies. It also contains a sample complaint/grievance form, a sexual harassment investigation checklist for managers, and an extensive list of resources. Edited by Nancy H. Deane and published by the College and University Personnel Association (CUPA), the 39-page guide is available for $14 (CUPA members) or $22 (nonmembers) plus $1.25 handling, from CUPA, 11 Dupont Circle, NW, Suite 120, Washington, DC 20036.

## WOMEN'S STUDIES

**UP-TO-DATE BIBLIOGRAPHY**

Necessitated by the explosion of feminist scholarship over the past half decade, *Women's Studies: A Recommended Core Bibliography, 1980–1985* will be of interest to teachers, librarians, students, scholars, and others concerned with women's issues. The bibliography, edited by Catherine R. Loeb, Susan E. Searing, and Esther F. Stineman, is a supplement to Stineman's *Women's Studies: A Recommended Core Bibliography* (1979). It follows the format of the original volume, presenting a selected group of books and periodicals organized around academic disciplines and providing annotations that describe, evaluate, and compare the works. Author, title, and subject indices are included. Copies of *Women's Studies* (ca. 350 pp.) are available for $55 from Libraries Unlimited, Inc., Attn: Dept. 15, P.O. Box 263, Littleton, CO 80160.

**SEMINAR PROMOTES BALANCED CURRICULUM**

The 1987–88 University Faculty Development Program at the CITY UNIVERSITY OF NEW YORK offers a new seminar designed to examine curricular issues related to gender, race, ethnicity, and class. The seminar, to be held in the fall and spring semesters, will be led by Dorothy O. Helly, history professor and coordinator of Women's Studies, at Hunter College. Participating faculty (male and female) will explore recent scholarship about women within diverse racial, ethnic, economic, and social groups in order to integrate ideas derived from these new materials into the curricula of their disciplines. The seminar will be organized around the themes of language, creativity, family, work, sexuality, health, education, religion, and political power. There will be assigned readings for discussion. Seminar members may choose to work individually or together to develop an annotated bibliography for faculty and an annotated reading list for students on the application of these issues to their various fields. For more information, contact Barbara Martinsons, Office of Academic Affairs, CUNY, 535 E. 80th St., New York, NY 10021.

**REGIONAL NETWORK FOR PROGRAMS**

The Duke–UNC Women's Studies Research Center and the South-Eastern Women's Studies Association (SEWSA) have launched a joint project to assist faculty and administrators attempting to create women's studies programs on campus. They are asking people who have set up programs to send information to the resource center, which will serve as a central depository and clearinghouse for others wanting to start their own programs. Proposals that provide a rationale for the creation of a women's studies program (for example, proposals submitted to the administration at a particular institution to gain approval for a program) are of particular interest, as are course outlines for introductory courses and descriptions of requirements for a major, minor, or certificate in women's studies. Send available materials to the Duke–UNC Women's Studies Research Center, 03 Caldwell Hall, UNC, Chapel Hill, NC 27514.

**'FEMINIST ACADEMY' FORMED**

In honor of its tenth anniversary, the Center for the Study of Women and Society of the CITY UNIVERSITY OF NEW YORK has formed a "Feminist Academy" to raise funds by providing recognition and benefits to center sponsors. The organization of an academy will enable members to be directly in-

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volved in center events and provide recommendations about center activities. Members will receive a year's subscription to the *Women's Studies Quarterly*, published by the Feminist Press, a 10 percent discount on all Feminist Press publications, invitations to members-only functions such as conversation hours with feminist scholars, and the *CUNY Feminist Directory*. Memberships are tax-deductible. The dues rates are as follows: Member $30; Student Member $20; Supporter $50; Sponsor $100. For more information, contact the Center for the Study of Women and Society, CUNY, Graduate School and University Center, 33 West 42d St., New York, NY 10036. □

### WOMEN'S STUDIES AT WISCONSIN

The UNIVERSITY OF WISCONSIN SYSTEM's Office of Academic Affairs publishes the annual *Women's Studies Directory of Institution Program Administrators, Contact Persons, Committees and Programs*. Part I of the directory lists women's studies program administrators and contact persons at each of the thirteen UW campuses and the System office. Part II describes the women's studies programs on each of the campuses. All UW campuses offer a minor in women's studies; both UW–Madison and UW–Milwaukee offer majors. Part III of the directory lists all women's studies courses offered in 1986–87 throughout the system. The directory can serve as a model for other state systems of higher education. Single copies of the directory are free from Cara Chell, Academic Planner, UW System Administration, 1632 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706. □

## RESOURCES

### GENDER & SOCIETY LAUNCHED

In March 1987 Sociologists for Women in Society launched its official journal, *Gender & Society*. The quarterly journal, focusing on the construction and influence of gender as a major building block in social institutions, will publish articles from anthropologists, economists, historians, political scientists, social psychologists, and sociologists. In future issues, *Gender & Society* will concentrate on the social and structural aspects of gender and will examine the role of gender in the division of labor and the production of knowledge, in the processes of social control and change, and in the stratification of race and class. Each issue of the journal will include scholarly articles, research notes, book reviews and review essays, and commentary on current feminist issues.

For more information on submitting manuscripts, contact Judith Lorber, Editor, *Gender & Society*, Dept. of Sociology, Graduate Center, CUNY, 33 West 42d St., New York, NY 10036.

Subscriptions are $28 for individuals, $58 for institutions from Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 93120. SWS members receive the journal as part of their membership if they choose the journal option when paying their dues. For more information on membership, contact Jane Hood, Dept. of Sociology, University of New Mexico, Albuquerque, NM 87131. □

### STUDENT PSYCHOTHERAPY JOURNAL INAUGURATED

Fall 1986 marked the first issue of the *Journal of College Student Psychotherapy*. The quarterly journal's mission is to present a broad spectrum of viewpoints from those of leading professional practitioners to those of concerned students, faculty, and administrators. Volume 1, Number 1 includes several articles on gender issues. "Social Change and Dependency in University Men: The White Knight Complex Unresolved" by Leah J. Dickstein, for example, describes a common problem of young men born in the late fifties and early sixties: Intellectually they attempt to interact in equal ways with women yet find themselves in conflict with their stereotypic early sex-role socialization. They feel they must be superficial, emotionally controlled, and in charge, which is often unacceptable behavior to the young women with whom they relate. Work in therapy consists of supporting these young men as they develop new self-esteem and new and more constructive coping mechanisms.

"A Feminist Commentary on Robert L. Arnstein's Article: Ethical and Value Issues in Psychotherapy," also by Leah J. Dickstein, points out that therapists must be more aware of their personal ethics, values, attitudes, and possibly unrecognized judgments about women's issues and women patients' problems, experiences, conflicts, and choices. For instance, issues such as incest, rape, abortion, careers in traditionally male fields, dual-career marriages, sexual lifestyles, divorce, and single parenting all contribute to the changing roles of women. Understanding the new psychology of women will enable therapists truly to assist the women who seek their professional expertise.

"Commentary on Values and College Women's Development," by Rona Klein, addresses the bias of current developmental theory, which measures the maturation of college students against the "standards" of separation, independence, autonomy, and competitive success. Therapists using this masculine model may misinterpret or devalue the healthy relational needs of women students. A new self-in-relation model is briefly described; it takes into account the centrality of relationships in a college woman's growth.

Subscriptions to the journal are on an academic year, per-volume basis only from the Haworth Press, Inc., 12 West 32d St., New York, NY 10001. Rates are $24 for individuals, $32 for institutions, and $40 for libraries. Add $2 for postage and handling. □

### CREATED EQUAL

In 1972 the Ford Foundation began making grants aimed at enhancing the rights and opportunities of women. To date, more than $70 million has been granted for efforts specifically on behalf of women. *Created Equal—A Report on Ford Foundation Women's Programs* chronicles the history of the foundation's women's pro-

grams, beginning with a brief discussion of the social and political context in which they evolved. Program development within the foundation in national affairs, education and research, and international programs is described; particular attention is given to a trustee-approved special appropriation that doubled grant making on behalf of women between 1980 and 1983. The last section presents future program directions in employment and income, education and public policy, and health and family. The 65-page report is available free from the Ford Foundation, Office of Reports, 320 East 43d St., New York, NY 10017. □

**EQUITY RESOURCES FOR TEACHER EDUCATORS**

Two publications have been developed by the Program for Assistance in Equity at the UNIVERSITY OF NEW MEXICO to help elementary and secondary students understand their rights to equitable education. The pamphlets would also be useful in teacher education programs at the college level to help illustrate effective ways of presenting equity issues to younger students. *Winning* covers aspects of equity and fairness in educational opportunity for high school students. Based on a racing car theme, the fold-out brochure features a racetrack with mile markers and checkpoints highlighting such student rights as athletic participation and equitable counseling. *Lift Off* is designed to provide similar information to mid-school students. The theme is a space journey to the future when equal education is a reality. A teaching strategies package suggesting classroom activities is available to accompany the brochures. These materials are available free from the Program for Assistance in Equity, Occupational/Vocational Education, Dept. of Technological and Occupational Education, University of New Mexico, Albuquerque, NM 87131. □

**FEMINIST MEDIA DIRECTORY**

The new 1987 *Index/Directory of Women's Media* is now available. This year's directory includes 525 women's periodicals, 112 women's presses and publishers, and 13 women's news services. In broadcasting, there are 46 regular programs listed, 11 radio-TV groups, and 22 women's video and cable groups. Other categories include women's film groups; music groups; speakers' bureaus; public relations groups; special library collections on women; and women's arts.

Also contained in the directory is a feminist network listing of 455 media women and the "Five Year Index of Women's Media Activities and Research" from *Media Report to Women* 1982–1986.

The 1987 directory is available for $12 from the Women's Institute for Freedom of the Press, 3306 Ross Place, NW, Washington, DC 20008. Make checks payable to WIFP. □

**WHO IS DOING WHAT AT UCLA?**

*Research on Women and Gender: A Directory of UCLA Scholars* is a guide about researchers at the UNIVERSITY OF CALIFORNIA–LOS ANGELES who study women and gender related issues. The directory serves to highlight nearly 100 scholars' current projects and selected publications in diverse fields in the social sciences, humanities, life sciences, health sciences, and professional schools. Two indices list scholars by organizational affiliations at UCLA and by their main areas of scholarship. The directory is compiled and published by the UCLA Center for the Study of Women, which plans to revise and update it periodically. For more information on the directory, contact the UCLA Center for the Study of Women, University of California, 236A Kinsey Hall, 405 Hilgard Ave., Los Angeles, CA 90024. □

**WOMEN'S ORGANIZATIONS MADE EASY**

*Women's Organizations: A National Directory* lists more than 2,000 women's groups including professional and trade associations, networking groups, commissions formed by governmental agencies, community- and college-based women's centers, guidance and other special resource centers serving women, and research centers focusing on issues of concern to women. Listings include a summary of activities or programs. An index permits identification by geographic area as well as by major function or type of membership. The directory is available for $22.50 prepaid (individuals must prepay) and $25 if billed to an institution from Garrett Park Press, P.O. Box 190 F, Garrett Park, MD 20896. □

**THE HISTORY OF COEDUCATION**

*Educating Men and Women Together: Coeducation in a Changing World* discusses the past, present, and future of coeducation in America. From a historical perspective, twelve scholars analyze several of the contemporary challenges to coeducation, suggesting innovations to combat the lingering inequalities that confront women today. Carol Lasser, a member of the history faculty at OBERLIN COLLEGE (OH) and editor of the volume, gathered these essays to chronicle the 150-year history of the movement to educate men and women students together. The degree of its success has been determined by such factors as the extent to which the entrance of women into coeducational institutions was motivated by feminist concerns, the impact of coeducation on the academic and career aspirations of women students, and the value to women of the content of the education to which they had gained access.

The contributors explore the meaning of collegiate coeducation—its value, its utility, its significance, and its successes and failures in supplying equal education for both sexes. They trace the evolution of American attitudes toward women's education, demonstrate the impact of the Oberlin model of coeducation on other colleges and universities, and discuss the place of coeducation in today's society.

*Educating Men and Women Together* is available for $18.95 (cloth) from the University of Illinois Press, 54 East Gregory Dr., Champaign, IL 61820. □

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## DON'T JUST SIT THERE, DO SOMETHING!

It is one thing to talk about equity for women in academe, it is another to do something about it. In ***Toward Equity: An Action Manual For Women in Academe***, developed under a grant from the Carnegie Corporation of New York, Karen Bogart describes more than 100 different campus programs that are doing something constructive about equity for women in academe. Each program entry features a description of program components, an overview of outcomes, a discussion of critical conditions for success, cost factors, and a contact person.

***Toward Equity*** opens with a series of essays describing the "ABC's of Change," and then details selected programs that promote sex equity for students, faculty, administrators, professional and support staff, both in the social/educational climate and in the wider community. In her foreword to the book, Martha Church, president of Hood College, calls ***Toward Equity*** a basic reference tool for presidents, vice presidents for academic affairs, deans of students, trustees, and other concerned members of the administration, faculty, and staff.

Copies of ***Toward Equity*** (259 pp.) are available for $17 from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. All orders must be prepaid. Make checks payable to AAC/PSEW.

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**The Project on the Status and Education of Women** of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations. Generous foundation grants, particularly from Carnegie Corporation of New York and The Ford Foundation, have supported PSEW's activities.

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The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 575 public and private colleges and universities. Through grants, publications, and workshops, AAC strives to enhance liberal education and secure its integration with professional programs and courses of study. Its programs include the Project on the Status and Education of Women and the Council for Liberal Learning.

## SUBSCRIPTION FORM

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